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ABSTRACT

The concept of second language (L2) learning strategies fits well into the theoretical framework of interlanguage. In interlanguage, learning is not defined exclusively with reference to the target language norm, and the use of native language transfer strategies, among other things, is seen as a natural step in the progression toward the target language. The concept of learning strategy, as distinct from learning processes that are automatic operations, is compatible with the idea of the uniqueness and dynamic character of interlanguage systems. A study of the degree of learner awareness of learning processes in L2 learning points to variability in learner use of strategies according to elicitation technique. (MSE)

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PROBLEMS IN "MEASURING" L2-LEARNING STRATEGIES

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PROBLEMS IN "MEASURING" L2-LEARNING STRATEGIES

Theoretical background

It is generally assumed that strategies are resorted to when the learner/speaker experiences a problem in conveying a certain meaning in L2. Some linguists have thus seen the use of a strategy as a result of ignorance. According to Krashen (1981:56) for instance, the use of L1 features in L2 is a way of performing without competence. But within the interlanguage framework, where learning is defined not exclusively with reference to the target language norm, the use of, for instance L1-transfer strategies, is to be seen as a natural step in the learner's progression towards the target language. Thus, it seems as if the concept of L2-learning strategies fits excellently into the theoretical framework of interlanguage. A few words about interlanguage as it has been looked upon in this paper is therefore considered necessary.

In all definitions of interlanguage (IL), 'system' and 'systematic' have been very central. Richards & Kennedy for instance, talk about interlanguage as a dynamic linguistic system, resulting from regular and systematic applications of rules, strategies and hypotheses (1977:14). Selinker, Swain, & Dumas argue that systematicity in IL cannot mean "the features of speech which are predictable by grammatical rule on a given occasion." (1975:141). Because of the developing, unstable nature of IL, they suggest that systematicity means that second-language speech is the result of recognizable strategies. Adjemian on the other hand, argues that IL systems share most of the properties of natural languages; the key difference is that IL systems possess the property of permeability (Adjemian 1975:318). The implication of Adjemian's view is that the research tools developed by theoretical linguists are basically applicable also in IL research. The view taken here is that it would be too idealistic to attempt a purely linguistic description of IL systems and rules for at least two reasons.

Firstly, because of the transitional nature of IL systems; the IL systems are probably not to be described as such a unitary, well-defined system as the native language. This is true especially of the early stages developed in a formal setting. This would mean that IL often takes the form of being a collection of a number of more or less regular 'subsystems', which do not constitute a coherent whole in the same way as natural languages do. Secondly, the systems are, as Corder has repeatedly pointed out, idiosyncratic in character, which means that all learners have their own, unique "IL grammar". It has also been alleged that purely linguistic descriptions of IL rules are inappropriate for language teaching/learning purposes because they can hardly give any information beyond the linguistic product level (Sajavaara & Lehtonen 1979; Chesterman 1980). To give a truer picture of the learning processes, a supplementary, psychologically and sociologically oriented method of inducing information about the learner's perception and production strategies is required. There seems in other words to be a need to extend the strictly linguistic and code-centred meaning of IL systems to cover also mental processes as perceived by the learner himself. So interlanguage systems should not be defined as covering only the relatively stable configurations of the learner-language that might be called the IL norm (cf. Adjemian 1975). It might be profitable to include also the less stable, and more variable elements of the learner-language, as well as potential IL forms and strategies. In fact, what is the most important task of IL studies is to find the permeable parts of IL and try to find out why certain elements tend to become fossilized (Selinker & Lamendella 1978). Faerch & Kasper have characterized interlanguage as consisting of firstly ***unanalysed chunks***, i.e. L2 items that have been stored without being analysed into underlying constituents as "prefabricated" patterns". Secondly the IL system includes ***hypothetical rules*** referring to hypotheses the learner has set up for himself about the nature and the regularities of L2. These two components of the IL system constitute the parts that are subject to changes i.e. they are permeable. The third component, on the other hand, the ***fixed rules***, is stable and consists of hypothetical rules that are believed to have been confirmed (Faerch & Kasper 1980:63).

The focus of this paper will be on the permeable parts of IL. Learning is here seen as an ongoing process of testing and forming hypotheses on the basis of previous experiences about languages, especially the target and the

native language, but also the general knowledge of the world. Thus learning can be seen as a planned activity, similar to intellectual behaviour and problem-solving. A planned, goal-oriented behaviour, presupposes the mental capacity of anticipation of the goal as a result of an action. A model of the kind suggested above has been set up by Faerch & Kasper (1980). According to them learning (and human behaviour in general) starts out from a goal the learner has set up for himself. This goal initiates a planning process which leads up to a plan or strategy to achieve the goal. The next phase is the realization process which is controlled by the plan or strategy. The result of the realization process is an action or in terms of IL a hypothetical rule/form. It should be noticed that a clear distinction has been made between process and strategy. Faerch's and Kasper's definition of strategy as "a potentially conscious plan for solving what to the individual presents itself as a problem in reaching a particular goal" (1980:60) seems to suit the theoretical framework put forward here.

Purpose and problems of the study

In this paper I am going to discuss some problems in "measuring" the results of psycholinguistic L2-learning. Psycholinguistic L2-learning here implies learning resulting from hypothesis formation i.e. when the learner induces what a hypothetical rule might look like on the basis of input data and prior knowledge (Faerch & Kasper 1980:68). Plans controlling the psycholinguistic activity leading to hypothesis formation may be called psycholinguistic plans and the corresponding learning strategies *psycholinguistic strategies.* More specifically I am going to touch upon some problems I myself faced in attempting to interpret the results of some tests on L1-transfer strategies among Finnish- and Swedish-speaking learners of English. The general aim was to estimate the effects certain factors have been alleged to have on L1-transferability.

The factors investigated were the following:

1) the distance between L1 and L2
2) the stage of learning
3) the type of elicitation techniques used
4) the degree of markedness of potentially transferable items

Populations and data collecting techniques

The study comprised subjects from three different learning stages. The same tests were sent to a number of Finnish- and Swedish-speaking schools in different parts of the country. The test populations were as follows:

	Number of Finns	Number of Swedes
Learning stage 1: Pupils who had completed the first form of the Finnish senior secondary school	109	164
Learning stage 2: Pupils who had completed the second form of the Finnish senior secondary school	96	148
Learning stage 3: Pupils who had passed the Finnish national matriculation examination	104	102
Total	309	414

One may argue that in most natural situations where we are exposed to L2 data, the primary goal for the speaker/learner is not to learn more about the structure or lexical items of the target language. In the artificial classroom situation, however, it seems to be fairly common for the learner to be involved in a pure learning situation i.e. where the explicit goal is to learn more about L2. The language tests in the classroom for instance are good examples of situations where the learner is often obliged to try to expand his linguistic repertoire in L2. It could of course be argued that strategies used in such situations are to be called 'test-taking strategies' rather than learning strategies. In this investigation it has been assumed that it is possible to simulate psycholinguistic learning (i.e. hypothesis formation). This has been done by creating situations in which the criteria for using learning strategies are satisfied. The criterion of problem-orientedness was satisfied by constructing two tests (see appendix 1-3), one on prepositions and another on idiomatic collocations, compounds, expressions with metaphorical meaning, turns of speech and the like (cf. definition of strategy above). Because items of this

kind very seldom are taught at school, the effect of teaching is controlled. To find out when learners had faced difficulties, they were asked to report how certain they felt about the correctness of their answer immediately after their responses (scale 1-5).

In the test on prepositions, the learners' own perception of their difficulties was estimated as well. To get information about this, the learners were asked to report on possible sources of influence. They were requested to do this immediately after their responses, but only when the item was problematic (i.e. when they were not certain about the correctness of the answer). A list of "plausible" sources of influence was given to choose from (see appendix 2). This is of course a very crude instrument, and it might even be a questionable procedure to force the learners' responses into the analyst's mould of ready-made sources. There was, however, an open, unspecified category for those who did not accept any of the sources suggested by the analyst.

Data analysis

First we shall look at the error data collected from the tests on prepositions mentioned above. The figures are presented so as to show the percentage of errors committed on different levels of certainty (as reported by the subjects) separately for the multiple choice (MC) and completion items (CL). The MC and CL tests were exactly the same and the test situation was arranged so that possible differences in the results must be due to the effect of the different test techniques used (see Sjöholm 1982:91). The results are compiled in table 1 a-b below.

The following abbreviations are used: CC = completely certain, FC = fairly certain, FU = fairly uncertain, and CU = completely uncertain (in later tables).

It is of course a hazardous matter to draw any definite conclusions on the basis of these error data, but the following could perhaps be stated.

Finns make, on the whole, considerably more mistakes on prepositions than Swedes. This could perhaps be interpreted as support for the language distance hypothesis i.e. that Finns find English prepositions hard to cope with because there is no reference frame in Finnish (prepositions are almost

Table 1. Mean percentage of errors on prepositions for different degrees of certainty

1 a. Multiple choice items

	CC		FC		FU		Total		Diff
	Sw	Fi	Sw	Fi	Sw	Fi	Sw	Fi	Sw/Fi
Stage 1	34.6	57.5	59.0	62.2	68.3	72.8	53.4	67.5	-14.1
Stage 2	34.8	50.7	58.4	68.3	68.3	65.0	52.9	64.0	-11.1
Diff	-0.2	6.8	0.6	-6.1	0.0	7.8	0.5	3.5	

1 b. Completion items

	CC		FC		FU		Total		Diff
	Sw	Fi	Sw	Fi	Sw	Fi	Sw	Fi	Sw/Fi
Stage 1	34.4	59.1	64.2	78.4	74.3	82.7	60.6	80.1	-19.5
Stage 2	37.3	52.2	62.0	74.1	74.6	79.6	60.4	74.2	-13.8
Diff	-2.9	6.9	2.2	4.3	-0.3	3.1	0.2	5.9	

lacking in Finnish). The fact that the proportion of errors is as high as 50-60% in the category of completely certain responses (as reported by the subjects themselves), does also indicate that Finns face considerable organizational problems in coping with prepositions.

Secondly, it can be noticed that there has not been any great improvement from the first to the second learning stage as regards the correctness of the answers (almost none at all among Swedes). The table also indicates that Finns are gradually coming to terms with their organizational problems in the second learning stage and are clearly catching up with the Swedes.

Thirdly, it can be established that completion items have been more difficult than multiple choice items. This is perhaps not surprising, since taking a multiple choice test involves only the mental process of identification or selecting among given alternatives. Additional retrieval processes are required for solving a completion item.

To conclude, we may say that the figures in table 1 indicate a discrepancy between the learners' own evaluation of the results and the observer's (the analyst's) evaluation (cf. Kellerman 1977:72). The Swedes were in actual fact mistaken in 35-37% of the cases in which they had judged an item correct with a hundred per cent certainty and the corresponding figures for the Finns were as high as 50-60%.

What is really important in L2-learning, however, is the learner's own beliefs about the character of L2 and his beliefs about the relationship between L1 and L2. As the focus of this paper is on the detection of possible strategies, it was considered important to find out what type of 'errors' the subjects committed in different stages of learning. It is of course equally interesting to find out the type of correct answers the subjects gave. For this purpose the distractors (incorrect alternatives) as well as correct alternatives in the multiple choice test were, on contrastive grounds, categorized as 1) Swedish-bsed, 2) Finnish-based and 3) non-Swedish/non-Finnish-based (cf. Sjöholm 1979). By counting the number of Swedish- and Finnish-based alternatives and distractors occurring in the test, the expected or *theoretical distribution* (TD) of these categories was arrived at. If for example 25% of the incorrect alternatives in the test were Swedish-based (= TD), it could be expected that the proportion of actually given responses would be the same, if the test was properly done. If the responses deviated considerably from the TD, it was taken as an indication of a strategy, provided that the deviation was focussed on the less certain responses. A similar categorization was made among the responses in the completion test.

The percentage (i.e. the proportion of all "errors" in the category) of Swedish-based, erroneous responses is illustrated in the diagrams below.

A quick look at the diagrams above seems to reveal that the strategy of L1-transfer is in frequent use among the Swedes. Although the curve descends towards the less certain end of the scale, the percentage of selected Swedish-based responses is, on the whole, between 40 and 50%, which is considerably more than expected (TD = 25%). It should be noticed, however, that as far as the completion items are concerned, the TD calculated on the basis of the occurrence of distractors in the MC test cannot be used as a reference point. But using the Finns as a control group shows that Swedes have chosen Swedish-based responses among the completion items considerably more often than Finns (the difference is 15-20%). This has been interpreted as an indirect evidence of the effects of the L1-transfer strategy among the Swedes.

The diagrams also indicate that the test technique affects the test results. The multiple choice technique seems to increase the use of Swedish-based responses among Swedes as well as Finns. A tentative conclusion would then be that the presence of Swedish-based distractors in a test increases the attractiveness of L1-transfer among Swedes. There also seems to be a slight trend for Finns to use Swedish-based distractors if they are available.

Fig. 1 a. Proportion of Swedish-based erroneous responses made by Swedes and Finns in learning stage 1

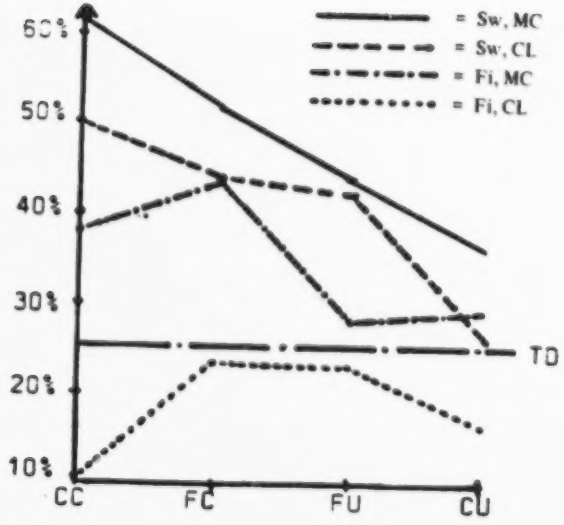
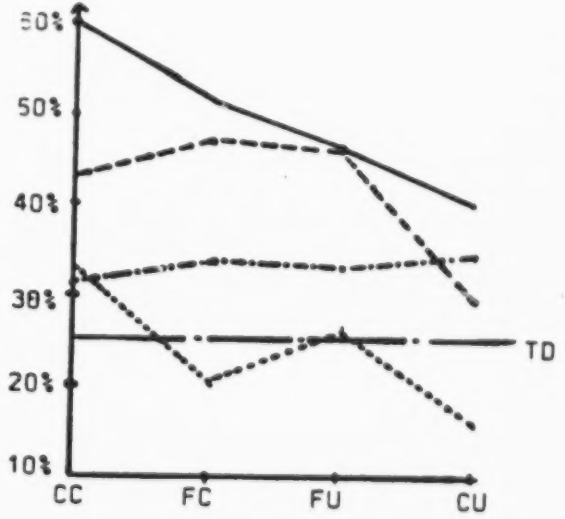


Fig. 1 b. Proportion of Swedish-based erroneous responses made by Swedes and Finns in learning stage 2



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Interestingly enough, the proportion of Swedish-based distractors selected is the largest in the category "completely certain" among the Swedes. This probably implies that Swedes are very often quite unaware of their "transferring" anything from Swedish. To be completely certain may also suggest that the Swedes cannot see any reason not to transfer, because their previous experiences of the contact between English and Swedish speaks in favour of transfer.

A correct response is not necessarily evidence of knowledge on the part of the learner. It was therefore felt urgent to analyse the correct answers as well. The correct, Swedish-based responses are illustrated in the diagrams below for different degrees of certainty.

The diagrams below (fig. 2a & 2b) suggest that Swedes and Finns tended to select Swedish-based solutions (i.e. correct ones) approximately to the same extent when they reported that they were completely certain. No trends could be seen here, which perhaps implies that the subjects were knowledgeable with respect to these items. The diagrams also suggest that the more the Swedes grew uncertain, the more they tended to choose Swedish-based alternatives. A tentative conclusion would then be that the Swedes in some cases have used the L1-transfer strategy successfully (positive transfer) and have strictly speaking not been knowledgeable. By comparison, the Finnish control group did not follow the same pattern.

Because of lack of space, no diagrams will be drawn for the Finnish-based responses. The results showed, however, that the Finns did not have any great appetite for Finnish-based solutions, whereas Swedes clearly avoided them, especially in the less certain end of the scale.

One of the aims of this study was also to find out how the L1-transfer strategy developed over time, if it did. In the figures below (fig. 3a-d), stage 1 and stage 2 are plotted down for comparison.

Fig. 2 a. Proportion of Swedish-based correct responses made by Swedes and Finns in learning stage 1

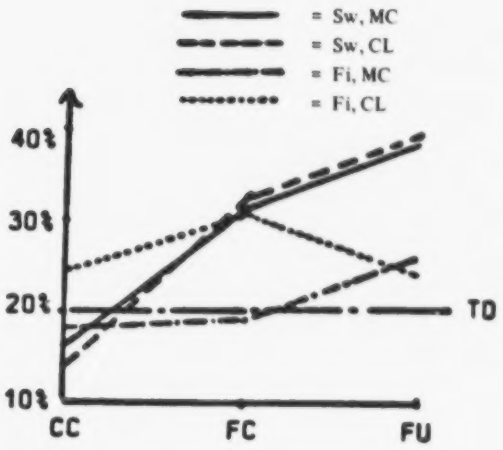


Fig. 2 b. Proportion of Swedish-based correct responses made by Swedes and Finns in learning stage 2

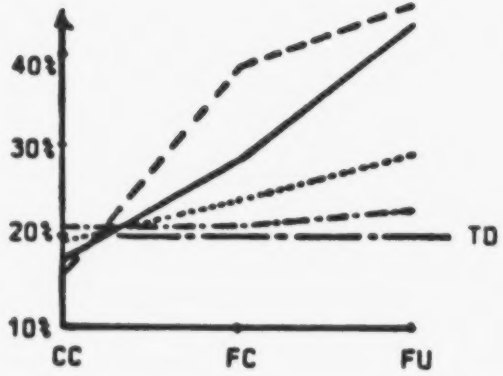


Fig. 3 a. Proportion of Swedish-based erroneous responses made by Swedes in learning stage 1 and 2 in MC test

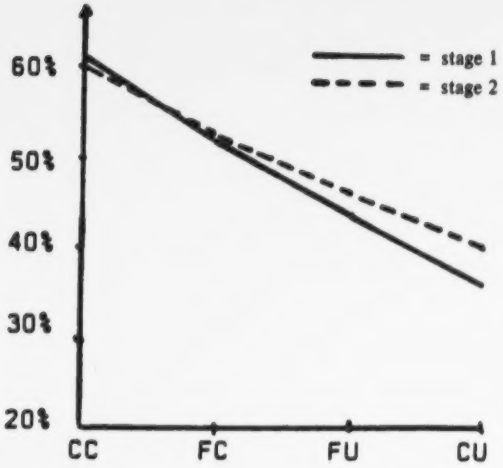


Fig. 3 b. Proportion of Swedish-based erroneous responses made by Swedes in learning stage 1 and 2 in CL test

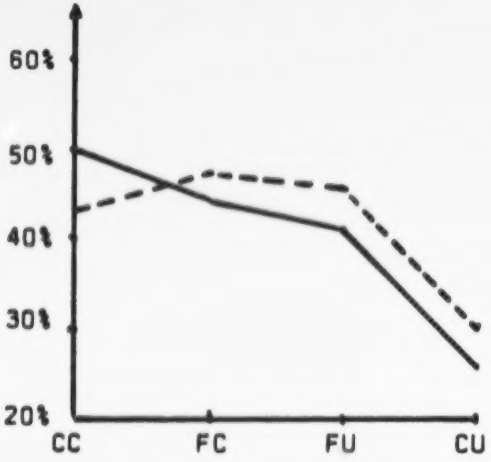


Fig. 3 c. Proportion of Swedish-based correct responses made by Swedes in learning stage 1 and 2 in MC test

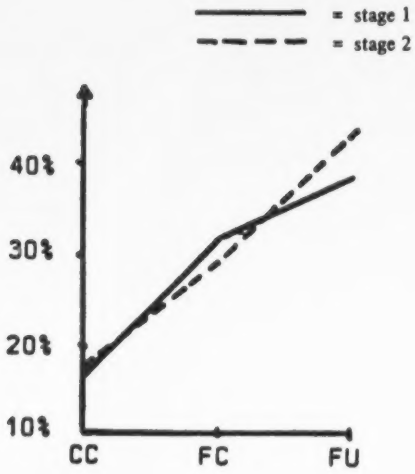
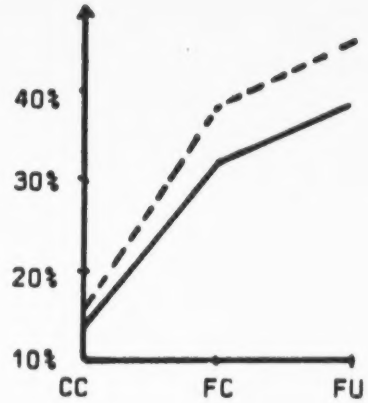


Fig. 3 d. Proportion of Swedish-based correct responses made by Swedes in learning stage 1 and 2 in CL test



Not quite unexpectedly, the Swedes showed a tendency to use more L1-transfer in the later stage. The trend is not very strong, but can be seen among correct as well as incorrect responses in the less certain end of the scale. The explanation of the increase of transfer is quite simple. The learner in the second learning stage has got substantially more support for the hypothesis that the prepositional system of Swedish is basically the same as that of English.

In table 2 below, these figures were checked against the learners' own report on possible sources of influence (see Sjöholm 1982:96).

Table 2. Percentage of possible L1 influence as reported by the learners themselves

	Swedes			Finns			Diff Sw/Fi/ /	
	MC	CL	Diff	MC	CL	Diff	MC/CL	
Stage 1	40.3	33.8	6.5	38.8	33.7	5.1	1.5	0.1
Stage 2	47.8	34.8	13.0	26.9	26.0	0.9	20.9	8.8
Diff	-7.5	-1.0		11.9	7.7			

The results in table 2 support the trends evidenced in the figures 3 a-d, i.e. that the Swedish-speaking learners are slightly more inclined to use L1-transfer in stage 2 than in stage 1. Interestingly enough, table 2 also indicates a decreasing tendency for Finns to rely on Finnish-based solutions.

So far the effects of transfer have been dealt with with respect to prepositions. The results of this study should, however, not be generalized. What is true of prepositions need not necessarily be true of syntax, it need not even be true of all types of prepositions. Let us assume that one of the main findings of this study so far is that Swedes find the L1-transfer strategy very plausible (which is not true of the Finns) and that Swedes tend to use more L1-transfer in the later stage and Finns less. It has been demonstrated elsewhere (Sjöholm 1982:100) that this is true only under certain circumstances. In a test consisting of language-specific items of various kinds (see appendix 1), it was found that the inclination to use L1-transfer was very low among Swedes and that there was a trend to avoid L1-transfer in the later learning stages, i.e. quite the opposite to the results on prepositions. This can be seen in figures 4 a-b which illustrates the effects on L1-transfer of marked, Swedish-

Fig. 4 a. Swedish-based:
Sw: gå in för
Eng: go in for

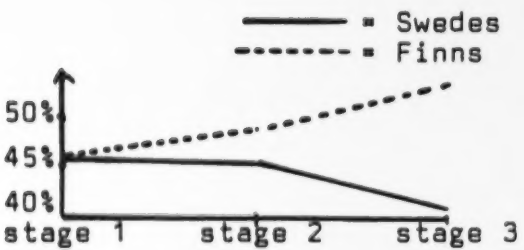
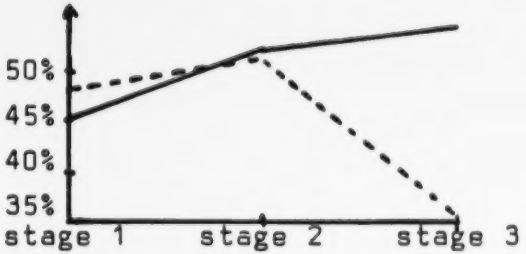


Fig. 4 b. Finnish-based:
Fi: ei päätä eikä häntää
Eng: neither head nor tail



and Finnish-based items which have a correct English equivalent. The same subjects as reported on earlier took part in the test in addition to subjects from a third learning stage, which were by far the most advanced. The subjects were asked to report whether they accepted or rejected as correct English an underlined expression in the test items. By the percentage in the diagrams below (as well as in figure 5 and 6 on the next pages) are meant the average percentage of accepted "expressions" in a given category.

The data for figure 4 a comprised 6 items of the kind exemplified above. The diagram suggests that Swedes tend to avoid L1-transfer in the third and most advanced learning stage. This result is interesting because according to traditional contrastive analysis Swedes should not face any learning problems here, but should on the contrary be helped by the identity of the L1 and L2 forms. In figure 4 b the data consisted of 4 items of the kind illustrated above. The diagram for the Finns showed even a stronger tendency than that of the Swedes to reject language-specific, L1-based expressions in the most advanced learning stage.

Another test was constructed in order to see whether the "markedness hypothesis" worked also when the resultant "English" expressions were incorrect. The same subjects as above were used.

The diagrams in figure 5 a and b were composed of 3 and 4 items respectively. These diagrams show that the trend to reject marked, L1-based items also seems to be true of incorrect English expressions, especially in the most advanced learning stage.

To be able to control what caused these results, the same populations took part in a test consisting of marked, correct, but non-L1-based expressions. In figure 6 a-b, the results of this test are given as well as the results of a test consisting of intuitively fairly unmarked, correct items that were both Finnish- and Swedish-based.

Figure 6 a indicates a completely different pattern than in the L1-based diagrams (figure 4 & 5). The Swedes seem to have had some initial advantages in completing these items, possibly due to some general effects of the language distance hypothesis. In the third learning stage, however, the difference is evened out. This can be taken as evidence that the reluctance both language groups showed to accept marked, L1-based expressions is largely caused by the markedness of the L1-expressions.

Fig. 5 a. Swedish-based:
Sw: pengar som gräs
Eng: [x]money as grass

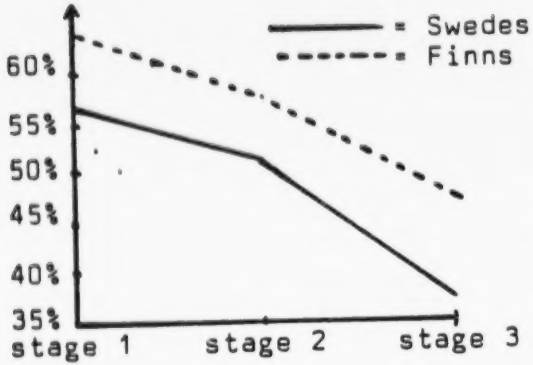


Fig. 5 b. Finnish-based:
Fi: puhua suunsa puhtaaksi
Eng: [x]speak one's mouth clean

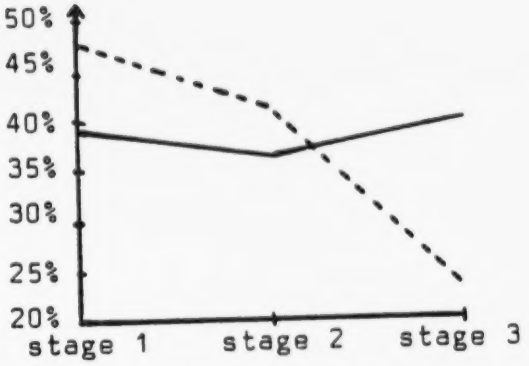


Fig. 6 a. Non-Swedish-, non-Finnish-based:
Eng: be soft on

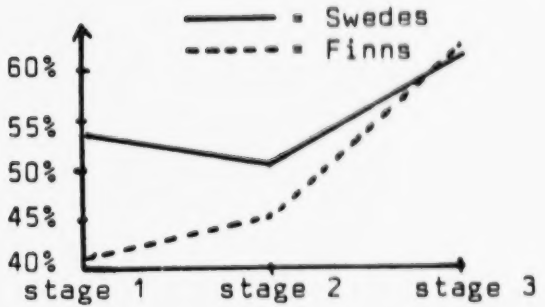


Fig. 6 b. Swedish- and Finnish-based:
Eng: go too far

To sum up, it may be stated that a comparison of the diagrams in figure 4, 5, and 6 leads to the following general observations.

1) language-neutral (unmarked) L2-expressions are more readily accepted than language-specific (marked) ones.
2) language-neutral (unmarked) L1-expressions are more readily transferred than language-specific (marked) ones.
3) an increased general knowledge of L2 seems to increase the learners' reluctance to transfer language specific (marked), L1-expressions.

Concluding discussion

This paper has been dealing with problems in operationalizing L2-learning strategies from the point of view of some data collected on L1-transfer. The first difficulty we meet is how to incorporate the concept of L2-learning strategy in a proper theoretical framework. How this question is solved depends exclusively on our conception of the character of L2-learning. The theoretical framework of interlanguage seemed in many respects to provide a proper reference frame for this study. The concept of learning strategy seems compatible with the notion of the uniqueness and dynamic character of interlanguage (IL) systems. The focus of learning has thus been more on the process as such, and not so much on a learning operationalized as conformity with the L2 norm. The latter position may easily lead to an overemphasis on the learning product and on errors as indications of failure to learn. Also correct renderings of utterances are of vital importance, because correct responses do not necessarily indicate L2-knowledge, as the data in this paper suggest.

IL systems have not so much been looked upon as a series of the learners' individual (idiosyncratic) grammars as identifiable strategies employed by the learners over time. The focus has therefore been on the regulating mechanisms in the learners' use of strategies. The issues under inspection have therefore, if possible, been treated from the learner's perspective. Learning has been looked upon as hypothesis testing and hypothesis formation very much in the cognitivist vein of psychology. The test data have been further restricted to cover a learning derived from hypothesis formation (i.e. psycholinguistic learning according to Faerch & Kasper 1980).

A very serious problem when operationalizing learning strategies is how to retain the distinction between strategies and automatized mental operations (processes). The trustworthiness of such distinctions may as a matter of fact be rather shaky because of the relative ability for learners to make introspective reports about internal states and operations (see Sharwood Smith 1977). It may of course be questioned whether such distinctions serve any purpose. How should, for instance, the great proportion of erroneous L1-based responses that had been judged correct (completely certain) by the learners themselves be interpreted (see fig. 1, p. 181)? Do these responses reflect learners who are not able to (or not willing to) perceive their own mental state of uncertainty or are these responses truly automatized or fossilized errors of L1-interference? In this paper the problem of the learners' varying ability to make introspective reports has been solved (or left unresolved) by following Faerch's & Kasper's definition of strategy as "a *potentially* (my underlining) conscious plan for solving what to the individual presents itself as a problem." (Faerch & Kasper 1980:60). The distinction between "potentially" conscious strategies and automatized mental operations has thus not been discarded. The concept of strategy appears to be very essential in language learning, because it comprises the active, creative aspect of the language learning process which may or may not lead to a change in the IL system (= learning). A mechanical and repetitious use of automatized mental operations (fixed rules) seems not to be in the same position of initiating changes in the IL system.

How did the learners' introspective reports work out in the data presented here? The purpose of the certainty scale was to give us a clue where the learners faced learning problems and thus help us to identify possible strategiegies. Figure 3 a-d (p. 184, 185) may serve as an example. The certainty scale here made it possible for us to detect that the Swedes used somewhat more L1-transfer in the second learning stage. The increase of transfer was clearly concentrated on the uncertain end of the scale. A count of merely L1-based errors and responses where the degree of certainty was not considered, resulted in almost no increase of "L1-transfer" at all.

One way of controlling the poor trustworthiness of the learners' introspective reports is to use alternative methods for the same populations and compare the results. This was done by asking the same subjects directly after their responses about possible sources of influence (but only when they felt uncertain about the correctness of the answer). In this case the results of the

two methods pointed to the same direction, which of course make the results more reliable.

An area of difficulty when dealing with strategies is to what extent the types of data we are working with may reflect the results. Are the strategies used in the spoken medium quantitatively and qualitatively the same as those used in a written medium? Should we work with spontaneous, spoken material or authentic, written texts or is it advisable to use tests and elicitation techniques? All this may or may not have consequences for the results we arrive at. In this study different tests or elicitation techniques were used. It was therefore considered urgent to find out whether the use of different kinds of test techniques affected the results. A comparison between the multiple choice and open ended technique clearly indicated that the former technique led to greater use of the L1-transfer strategy among Swedes. Even though the general trends of the use of the L1-transfer strategy were very much the same for both test types, the multiple choice technique contributed to making these trends more prominent. This leads us to another problem, namely that of generalizability. Even though these results pointed to the same direction with open ended and multiple choice tests, how do we know that this is valid also in less artificial learning situations?

That the situation and the type of data we are working with are important for the choice of learning strategies was clearly demonstrated in the test with language-specific (marked) items. Whereas the results with language-neutral items indicated that L1-transfer is frequently used and increasingly so as learning progresses for Swedish learners, the transfer effects were quite the opposite with language-specific expressions.

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Appendix 1

TEST 1 NAMN .....

SKOLA .....

KLASS .....

Instruktioner: I var och en av testuppgifterna nedan finns en understreckad del (ett uttryck, en fras el.dyl). Dessa uttryck är ibland korrekt engelska och ibland är de felaktiga. Det är meningen att du skall avgöra om den understreckade delen är riktig engelska eller inte. Om du anser att det understreckade uttrycket är korrekt engelska, ange detta genom att sätta ett kryss (x) i RÄTT-kolumnen till höger om uppgiften. Om du däremot inte godkänner det understreckade uttrycket, sätt då ett kryss under FEL. Fyll därefter också i hur säker du är på ditt svar i SÄKERHETskolumnen längst till höger. Detta gör du genom att fylla i en siffra i enlighet med "säkerhetsskalan" som finns på blankett A. Ha blandett A bredvid dig då du fyller i testet. Exemplet nedan visar hur du skall fylla i testet.

EXEMPEL:	RÄTT	FEL	SÄKERHET
The man hoped me to come and see him.	.....	x	3

Eleven som besvarat denna uppgift anser att uttrycket "hoped me to come" inte är korrekt engelska, men är i alla fall ganska osäker på sitt svar. Fyll i testet samvetsgrant, dock utan att fundera alltför länge på de olika uppgifterna. ALLA UPPGIFTER BÖR BESVARAS! Gissa om du inte kan!

LYCKA TILL!

	RÄTT	FEL	SÄKERHET
1. I think his lecture will wake an interest among a lot of students.	.....	.....	.....
2. In addition to smoking twenty cigarettes a day he had the bad habit of drawing a cigar after dinner. in addition to-förutom	.....	.....	.....
3. There is neither head nor tail in what he said. tail-svans	.....	.....	.....
4. Bob Beamon broke the world record in long jump in Mexico City, 1968. long jump-längdhopp	.....	.....	.....

	RÄTT	FEL	SÄKERHET
5. A millionaire gave John a job and then he married the millionaire's daughter so he killed two birds with one stone.	.....	.....	.....
6. John is very rich. He has money as grass.	.....	.....	.....
7. I thought him a Swede, but he turned out to be a Norwegian.	.....	.....	.....
turn out to be-visa sig vara			
8. She had drunk her head so full that she wasn't able to rise from the chair.	.....	.....	.....
9. I wonder which of the boys who has been here before.	.....	.....	.....
10. The naked truth was that he wasn't so clever after all.	.....	.....	.....
11. We didn't have the face to go home this evening because he hadn't done his wife's shopping.	.....	.....	.....
12. Could you turn into Finnish what he said a while ago.	.....	.....	.....
13. Idi Amin has been a nail in the eye to many European governments.	.....	.....	.....
nail-nagel			
14. Here you are free to say exactly what you want. You should really speak your mouth clean.	.....	.....	.....
15. Couldn't we sleep on this question and talk about it tomorrow.	.....	.....	.....

The items above are just a sample of the original test consisting of 60 items altogether. The test comprised marked items of various kinds, some of which were correct, and other not (see appendix 2). The subjects were asked to report whether they found the items (the underlined expressions), which were presented in random order, correct English or not.

Appendix 2

BLANKETT A

Instruktioner: Läs igenom detta innan du börjar besvara testuppgifterna!

Uppgifterna du skall besvara är ibland svåra och du är kanske osäker på det rätta svaret. Bli inte för den skull nedstämd; det krävs nämligen mycket goda kunskaper i engelska för att klara alla uppgifter. Vid varje uppgift finns det en kolumn som betecknats SÄKERHET. Det kan ju hända att du är säker på ditt svar, men ibland kanske du är mycket osäker, ja det kan t.o.m. hända att ditt svar blir en ren gissning. I kolumnen SÄKERHET är det meningen du skall försöka ange hur säker/osäker du är på ditt svar genom att fylla i en siffra från följande skala:

SÄKERHET
1. Helt säker
2. Ganska Säker
3. Ganska osäker
4. Helt osäker (gissning)
5. Vet inte

I test 2 finns dessutom en annan kolumn betecknad ORSAK. Det är meningen du skall fylla i denna kolumn endast om du är osäker på ditt svar. Om du tycker att ingen av orsakerna 1-4 är lämplig eller om du inte känner till orsaken, välj då 5 (andra orsaker). Du har att välja mellan följande orsaker:

OM DU ÄR OSÄKER PÅ DITT SVAR, KAN DITT SVAR HA VERKATS AV:
1. något svenskt uttryck
2. något annat engelskt uttryck
3. något finskt uttryck
4. att jag försökte undvika uttryck som påminner om svenska
5. andra orsaker

HA DETTA PAPPER BREDVID DIG DÅ DU FYLLER I DE OLIKA TESTEN!

To find out the effects of markedness (language-specificity) on L2-learning a test was constructed according to the schema below

1) Source language = Swedish	Potential transfer	Target language = English
Correct Swedish expression. Expression 'marked' (language-specific) in Swedish. Example: gå in för	---------->	Correct 'literal' equivalent in English. Expression 'marked' in English. Example: go in for
2) Source language = Finnish Correct Finnish expression. Expression 'marked' (language-specific) in Finnish. Example: ei päätä eikä häntää	---------->	Target language = English Correct 'literal' equivalent in English. Expression 'marked' in English. Example: neither head nor tail
3) Source language = Swedish Correct Swedish expression. 'Marked' (language-specific) in Swedish. Example: pengar som gräs	---------->	Target language = English 'Literal' equivalent in English = incorrect Example: *money as grass
4) Source language = Finnish Correct Finnish expression. Expression 'marked' in Finnish Example: puhua suunsa puhtaaksi	---------->	Target language = English 'Literal' equivalent in English = incorrect Example: *speak one's mouth clean
5) No source language No 'literal' equivalent in Finnish/Swedish		Target language = English Expression 'marked' and correct in English. Example: be soft on (a girl)
6) Source language = Finnish/ Swedish Expression correct Finn/Swed. Expression fairly 'unmarked' (language-neutral). Example: Fi mennä liian pitkälle Sw gå (allt) för långt	---------->	Target language = English Correct English equivalent. Expression fairly unmarked (language-neutral). Example: go too far

Appendix 3

TEST 2 A NAMN.....

SKOLA.....

KLASS .....

Instruktioner: I testet nedan passar ett av de fyra givna alternativen in i sammanhanget (d.v.s. i luckan). Ringa in det alternativ som bäst passar in i sammanhanget. Ringa in endast ett alternativ för varje uppgift!
Ange sedan för varje uppgift hur säker/osäker du är på ditt svar genom att fylla i en av siffrorna från "säkerhetsskalan" på blankett A. Dessa siffror fylls i kolumnen SÄKERHET till höger om varje uppgift. Om du är osäker på ditt svar, ange då dessutom orsaken till ditt val av svar. Orsaken anges genom att fylla i ORSAKs-kolumnen som finns längst till höger om varje uppgift med en av siffrorna 1-5. De numrerade orsakerna finns uppräknade på blankett A. Exemplet nedan visar hur du skall fylla i testet.

EXEMPEL:	SÄKERHET	ORSAK
The girl walked ..... the road.		
a. in c. on	3	1
b. at d. onto	.....	.....

Som du ser har den elve som fyllt i denna testuppgift varit ganska osäker på sitt svar samt valt "on" eftersom det på svenska heter "på vägen".
Läs igenom blankett A noggrannt innan du börjar fylla i testet!

LYCKA TILL!

DEL I

	SÄKERHET	ORSAK
1. Mr Watson is a lawyer ..... profession. profession-yrke a. by c. from his b. to his d. in	.....	.....
2. I could immediately notice that he behaved strangely, but I could never imagine he had a murder ..... his conscience. conscience = samvete a. in c. on behave = bete sig b. to d. at	.....	.....
3. He was accused ..... murder. accuse = anklaga a. for c. with b. to d. of	.....	.....

SÄKERHET ORSAK

4. I knew the soup would be ..... his taste.
   soup = soppa a. to c. in ....
   taste = smak b. with d. of

5. It was typical ..... him not to be there in time.
   a. for c. with ....
   b. to d. of

DEL II

Instruktioner: I testet nedan skall du fylla i luckan med det engelska ord som bäst passar in i sammanhanget. Fyll också här i säkerhets- och orsakskolumnen enligt blankett A.:

SÄKERHET ORSAK

11. Mr Watson is a lawyer ..... profession.
    profession = yrke ....

12. I could immediately notice that he behaved strangely,
    but I could never imagine he had a murder ..... his ....
    conscience.
    conscience = samvete behave = bete sig

13. He was accused ..... murder.
    accuse = anklaga ....

14. I knew the soup would be ..... his taste.
    soup = soppa taste = smak ....

15. It was typical ..... him not to be there
    in time. ....

The items above are just a sample of the original test, which existed in two versions including 20 items each. Half of the first version consisted of multiple choice items and the other half completion items. The second version comprised exactly the same items, but the completion items of the first version were converted into multiple choice and the completion items into multiple choice items.